

MATHEMATICS "POWER HOUR"

CAMPUS
Walnut Creek Elementary School
Exemplary 2006-07

DISTRICT
Azle ISD

INITIAL IMPLEMENTATION
2006-07

PROGRAM SUMMARY

The **goal** of Walnut Creek Elementary's program is to improve student performance in grade 4 mathematics.

Key strategies include a weekly "Power Hour" for student-centered mathematics work, one-on-one tutoring, and simulated TAKS testing.

Outcomes include increases in the percentages of grade 4 students passing mathematics TAKS and performing at the Commended level.

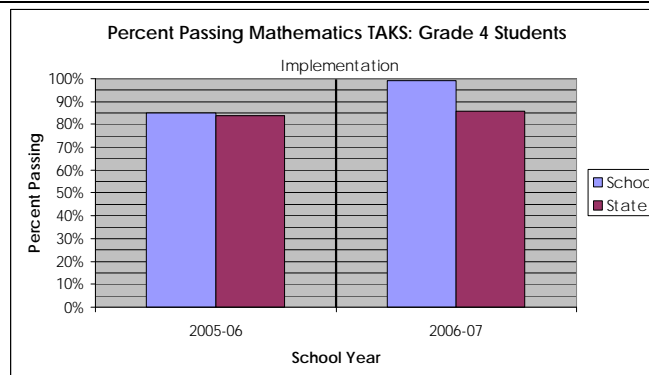
EFFECTIVENESS

Before

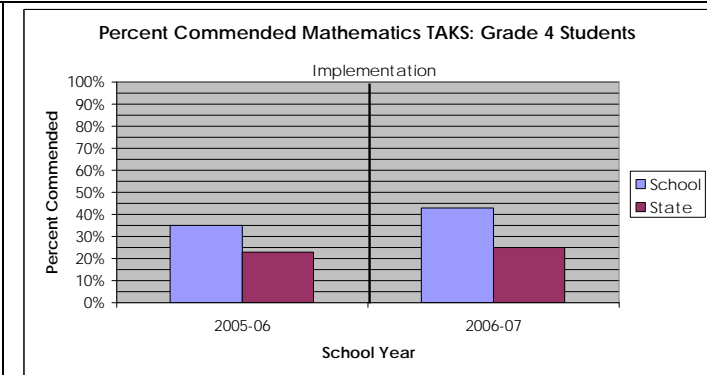
Prior to program implementation, in 2005-06, the percentage of grade 4 students passing mathematics TAKS was 85%, compared to the state average of 84%. Staff reported that the percentage of grade 4 students performing at the Commended level was 35%, compared to the state average* for all students of 23%.

After

After implementation, the percentage of grade 4 students passing mathematics TAKS increased to 100%, compared to the state average of 86%. Staff reported that Commended-level performance for grade 4 mathematics increased to 43%, compared to the state average of 25% for all students.



Source: AEIS



Source: Campus-reported data and AEIS

* State averages of Commended-level performance reflect all grades tested (3-11).

CONTEXT/IMPLEMENTATION

Demographics (2006–07)

Grade Levels Served		EE-4	Campus Enrollment		477
Ethnic Distribution			Economically Disadvantaged	168	35.2%
Hispanic	39	8.2%	Limited English Proficient (LEP)	8	1.7%
White	432	90.6%	At-risk	150	31.4%
			Mobility (2005–06)	93	24.8%

Source: AEIS

Background

- A new principal was assigned to the campus in 2006–07. The previous principal had served at the school for more than 20 years. Staff reported that teacher turnover at the campus was very low.
- Mathematics TAKS performance for grade 4 students had dropped from 96% in 2004–05 to 85% in 2005–06, prompting school staff to focus improvement efforts at that grade level.

Procedures

- Teachers were trained in interpretation of data and reviewed students’ previous TAKS scores and a benchmark test given early in the year.
- A list of missed objectives was created, and teachers were assigned objectives based on their strengths in teaching that objective. Teachers then developed four-week units around the objective that included engaging, hands-on lessons and activities using manipulatives and other resources.
- A weekly “Power Hour” was established, and small groups of students were assigned to the specific teachers delivering lessons on objectives students missed. At the end of the unit, students were tested for mastery of the objective and either moved on to another small group that was working on another missed objective or joined a larger group that was receiving mathematics enrichment lessons.
- A series of 2–3 benchmark tests were given during the spring simulating TAKS administration (including accommodations) to familiarize students with test conditions.
- Four weeks prior to TAKS, the campus provided “Power Hour” four days a week and called on staff and parents to guide the larger class through activities as teachers provided individual tutoring.
- Throughout the program, as students mastered objectives, teachers introduced more challenging content around higher level skills.

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Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)